

# GRADE SEVEN CURRICULUM GUIDE

for

## SOCIAL STUDIES (Interim)

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DEPARTMENT OF EDUCATION  
SEPTEMBER, 1966

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Presented by

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## **CHAPTER I**

# **UNIT OUTLINES FOR GRADE SEVEN**

### **The Development of Canadian Culture**

## **UNIT ONE — THE PHYSICAL ENVIRONMENT OF CANADA AND ITS PRIMARY INDUSTRIES**

### **Point of View**

The teacher, to introduce this unit, may organize and present a general overview of Canadian regional geography with the pupils using their texts and atlases. Although for some pupils this will be a review of subject matter studied in Grades V or VI, the teacher of Grade VII should not assume that all pupils will have sufficiently thorough knowledge of Canadian geography. The overview having been completed in about two weeks, the study of the extractive industries peculiar to each region should follow.

For any class the local community with its extractive industries could be the point of departure for this section of the unit. While for most communities such a course would lead to the study of the farmer, in some it would necessitate the study of the miner, the lumberman, or some other worker.

Since the occupations of many of the parents stem from the major extractive industry in a community, it should be possible through discussion to arrive at the specific products of this industry. Next, through skilful questioning on the teacher's part, the class could be led to deduce that the physical conditions — soil, climate, topography, drainage — make such specific products possible and profitable in this area. The class might then go on to study the same extractive industry in other communities. By the time the study of Units I and II is complete, the pupils' knowledge of the physical and economic geography of Canada — geographical features and natural resources — should have a sound foundation.

A workable division of the topic in the case of the farmer could be according to the type of product — e.g. grains, root crops, ranch, fruit, vegetables and mixed farming. The brief plans which are here included for the miner, the oil worker, the lumberman, the hunter and the fisherman would need to be expanded.

## REFERENCES

### Primary Reference

*Discovering of Our Land*, Tomkins et al.

### Secondary References

*Canada Year Book*, Queen's Printer, Ottawa.

### Useful Books that may be in your library

\**Canadian at Work*, Hallman.

\**Our Land and Our Living*, Reid and Hamilton.

## SPECIFIC OBJECTIVES

### Understandings

The child should know that he has acquired the generalization that:

1. The physical features, resources, and climate of Canada influence and limit the life of the people.
2. Despite her vast wealth Canada is interdependent with other nations for a complete life.
3. Canadians do in many instances overcome the limitations of nature by the application of science.

### Skills, Abilities, Habits

The child should show that he had acquired:

4. The ability to give an interesting two-minute speech based on ideas he has formed with regard to Canada and Canadians.
5. Skill in the reading of the atlas, globe, maps, charts, and graphs.
6. Skill in the drawing of maps of the various regions of Canada and the making of charts and graphs from Canadian data.
7. The habit of reading newspapers and magazines and evaluating critically radio newscasts and newsreels.

### Attitudes

The child should show that he has acquired an attitude:

8. Of intelligent loyalty towards Canada.
9. Of responsibility as an adolescent member of a progressive democracy.

SUGGESTED TIME — A maximum of twelve weeks.

\*Please note that these texts are now out of print.

# Physical Environment of Canada and its Primary Industries

## References:

### Primary:

*Discovering Our Land*  
Tomkins, et al.

### Secondary:

*Canada Year Book*  
Queen's Printer, Ottawa

### Films

TK—1118 Grain Handling in Canada  
TK—1730 Canadian Shield — Saguenay Region  
TK—1469 American Cowboy  
TK—1205 Great Plains  
TK—1013 Western Wheat  
TK—1405 Wheat Country  
TK—1749 Trail Ride  
TK—1469 American Cowboy  
T—737 Dairy Farm  
TK—1696 On the Farm  
T—261 Cattle Country  
T—697 Green Acres (Irrigation)  
TK—1691 Canada Landform Regions

### Filmstrips

P—1722 Irrigation Farming  
P—2721 Farmers Solve a Problem

## THE FARMER

### A. Of the Central Plain

1. Wheat and coarse grains.
  - a. Prairie soil, climate and topography.
  - b. Production.
  - c. Marketing.
    - i. Wheat Board.
    - ii. PFAA, PFRA.
    - iii. Crow's Nest Pass Agreement.
    - iv. Transportation and trade.
2. Dry belt irrigation farming.
  - a. Soil, climate and topography.
  - b. Production.
  - c. Marketing.
3. Ranching in the Southwest.
  - a. Soil, climate and topography.
    - i. Water supply.
    - ii. Qualities of short grass.
    - iii. Production.
    - iv. Marketing.
4. Mixed farming in the "parkland" and northern forest.
  - a. Soil, climate and topography.
    - i. Water supply and seasonal rainfall.
    - ii. Frost, hail hazards to field crops.
    - iii. Groves of trees for shelter.
5. Dairying and poultry.
  - a. Soil, climate and topography.
  - b. Production.
  - c. Marketing.
    - i. Needs of large urban centers.
    - ii. Transportation.

### B. Of the St. Lawrence Lowlands

1. Soil, climate and topography.
2. Fruit farming.  
Soil, climate and topography.
3. Mixed farming.
  - a. Dairying and market gardening.  
Root crops and grasses for feed.
  - b. Accessibility of markets.
  - c. Population density.
4. Tobacco.
5. Maple sugar.



Make maps of the Central Plain showing:

- (a) General surface features. Boundaries — Winnipeg, Calgary, Aklavik.
- (b) Cross-sectional view of the elevation of three prairie steppes.
- (b) Products of region.

Reports on marketing as related to the Wheat Board, PFRA, etc.

Make a map of a typical prairie community, showing the surrounding farms.

Compose summaries of class discussions.

Prepare and deliver a report about:

- (a) Rural electrification projects.
- (b) Sugar-beet — from field to table.
- (c) Wheat — from grain to flour to bread.
- (d) The beef industry.

Make a pictorial display of the farm home, depicting the different seasons on the farm with emphasis on the various types of machinery used.

On an outline map of Canada mark:

- (a) Political divisions.
- (b) Capital cities.
- (c) Natural divisions.

Draw a map of the Lowlands showing the products raised.

Make summaries of class discussions.

Compare the products raised with those of the prairie and account for the difference.

Make a comparison of farm life on the Lowlands with that on the prairies with respect to size of farms, home, machinery used. Illustrate with pictures and drawings.

Prepare and give report on:

- (a) Maple sugar.
- (b) Tobacco.

# Physical Environment of Canada and its Primary Industries

## References:

### Primary:

*Discovering Our Land*  
Tomkins, et al.

### Secondary:

*Canada Year Book*  
Queen's Printer, Ottawa

### Films

TK—1378 Most Lovely Country  
(Industries)  
TK—1691 Canada Landform  
Regions  
T—1069 Mountain of the West

### Filmstrips

P—1721 The Cattleman  
PK—2980 Canada From Coast to  
Coast  
P—2792 Tree Fruit Farming in the  
Okanagan  
PK—2464 Fruits

## C. Of the Appalachians.

1. Soil, climate and topography.
2. Historical importance.
3. Potatoes.
4. Apples.
5. Furs.

(for each of 3, 4, 5 — accessibility to American and overseas markets.)

## D. Of the Cordilleran Region.

1. Soil, climate and topography.
2. The Fraser Valley and Vancouver Island.
  - a. Dairying.
  - b. Fruits.
  - c. Seed potatoes.
2. The Plateau.
  - a. Cattle country.
  - b. Fruits.
    - i. Irrigation.
    - ii. Sheltered valleys.



On a map of the Appalachians locate the farming areas.

Prepare and give reports on:

(a) Apple culture, Nova Scotia.

(b) Cranberry culture, Nova Scotia.

(c) Seed potato industry (to West Indies) P.E.I.

(d) Fur farming in P.E.I.

On a map of the Cordilleran Region, show areas suitable for farming.

Make a graph comparing butter production in the various provinces.

Make a products map of the Cordilleran Region showing variety of products grown from south to north in plateau region.

# Physical Environment of Canada and its Primary Industries

## References:

### Primary:

*Discovering Our Land*  
Tomkins, et al.

### Secondary:

*Canada Year Book*  
Queen's Printer, Ottawa

### Films

- TK—1532 Kitimat, Port to the World
- T—1407 The Magic Mineral (Asbestos)
- T—308 Story of Coal
- TK—1254 Copper Mining & Smelting (Sudbury)
- TK—1220 Mining for Nickel (Sudbury)
- TK—1336 Refining Copper from Sudbury Nickel Ores
- T—1406 Normetal
- T—1402 Bright Century (Steel Industry in Canada)
- TK—1429 Unfinished Rainbows (Aluminum)

### Filmstrips

- PK—3215 Aluminum
- PK—3972 Copper
- P—1429 How We Get Our Coal
- P—1434 How We Get Our Iron and Steel
- P—1988 Mines and Metals in the Making
- PK—4310 Mining in Canada
- PK—4307 Mining Town
- P—1601 Salt Mining in Canada

### Films

- TK—1039 The Plywood Story
- T—1304 Powell River Story (Logging, transportation pulp, living conditions)

### Filmstrips

- PK—2719 British Columbia Forests
- P—1411 Canada's Pulp and Paper Industry
- P—3780 Employment in the Pulp and Paper Industry
- PK—3203 Logging in the Canadian Forests
- PK—3781 Logging in Coastal B.C.

## INDUSTRIES as WORKABLE DIVISIONS for STUDY

### MINING — TECHNICAL AND ECONOMIC ASPECTS

1. Review of Locations.
2. Kinds of Minerals.
  - a. Metals.
  - b. Industrial minerals (non-metal).
  - c. Energy minerals (oil, gas, coal).
  - d. Structural minerals (clay, sand, gravel).
3. Values and Uses of Minerals.
4. Types of Mining.
  - a. Shaft.
  - b. Slope.
  - c. Surface (strip and open pit).
  - d. Drift.
5. Government Assistance to Mining.
  - a. Surveying and Mapping.
  - b. Research.
  - c. Emergency Gold Mining Assistance Act.
  - d. Coal Subventions.
  - e. Safety Standards.

### THE LUMBERING INDUSTRY

1. Locations of Hardwood and Softwood Forests.
2. Soils and Climate Which Produce Hardwood and Softwood Trees.
3. Uses of Various Types of Tree.
  - a. Timber.
  - b. Pulp.
4. Modern Lumbering Industry.
  - a. New techniques in logging.
  - b. New techniques in processing.
5. Pulp, Paper and Plywood Industries.
  - a. Importance of the Canadian plywood industry.
  - b. Exporting of lumber and plywood industries of other countries.
  - c. Importance of plywood imports — ex. from Japan.
  - d. Production of building board.
  - e. Production of ceiling tile.
6. Conservation.
7. Leasing of Timber Rights.
8. Responsibilities for Reforestation.
9. Road Building Leases.
10. Measures to Control and Prevent Forest Fire and Insect Infestation.

Compare employment in other occupations.

- a. Number employed.
- b. Working conditions.
- c. Skills.

Construct graphs to show exports of raw minerals. Discuss.

Make diagrams to illustrate different mining processes.

Draw maps to show locations of mining.

Use maps to illustrate transportation routes, distances, and transportation problems.

Use flow or other charts to show the uses of a particular mineral.

Use pictures or samples for recognition of minerals.

Use charts to indicate our present mineral production and potential with that of other selected countries.

Study the story of a tree from cone to paper product.

Have students prepare and deliver reports about the timber scaler, logging methods, sawmills, forest conservation, pulpwood paper industry, and commercial uses of wood.

Compare life in a lumbering town and a mining town.

Compare the equipment used by the miner, the logger and the fisherman.

# Physical Environment of Canada and its Primary Industries

## References:

### Primary:

*Discovering Our Land*  
Tomkins, et al.

### Secondary:

*Canada Year Book*  
Queen's Printer, Ottawa

### Additional:

\**Canadians at Work*,  
Hallman

\**Our Land and Our Living*  
Reid and Hamilton

### Films

T—1420 Roughnecks  
TK—1499 Across the Wintry West  
(Pipeline)  
T—1461 Barrel No. 1 (Survey of  
the Oil Industry)  
TK—1496 Decision to Drill  
TK—1475 Natural Gas

### Filmstrips

P—3529 History of Oil in Canada  
P—2766 Petroleum  
P—1979 Oil, Stake in the Cold  
War  
P—2072 Petroleum in Today's  
Living  
PK—2717 Oil From the Prairies

\*Out of Print

## THE OIL INDUSTRY

1. Review How Oil Is Formed.
2. Locations — Oil and Gas Fields.
3. The Search for Oil.
4. Drilling and Processing.
5. Uses of Oil and By-products.
6. Research.
  - a. Locating deposits.
  - b. Uses.
7. Mineral Rights in Alberta.
8. Government Control.
  - a. Sale of oil rights.
  - b. Leases.
  - c. Quotas.
  - d. Royalties.
9. Oil Outside of Canada.

## THE FISHING INDUSTRY

1. Advantageous Position of Canada.
  - a. Ocean boundaries.
  - b. Large inland waterways and numerous lakes.
2. Canada's Position Among Exporting Nations.
3. On the Pacific.
  - a. Salmon.
    - i. Salmon cycle.
    - ii. Varieties.
    - iii. Fishing methods.
    - iv. Processing.
    - v. World and domestic markets.
  - b. Herring.
    - i. Fishing methods.
    - ii. Processing.
    - iii. World and domestic markets.
  - c. Halibut.
    - i. Fishing methods.
    - ii. Processing.
    - iii. World and domestic markets.
  - d. Shell fish.
    - i. World and domestic markets.
4. On the Atlantic.
  - a. Comparison of values with Pacific fisheries.
  - b. Cod.
    - i. Fishing methods.
    - ii. Processing.
    - iii. World and domestic markets.
  - c. Lobster.
    - i. Fishing methods.
    - ii. Processing.
    - iii. World and domestic markets.
  - d. Herring.
    - i. Fishing methods.
    - ii. Processing.
    - iii. World and domestic markets.

Numerous materials, including charts, booklet and pictures are usually obtainable from oil companies and the government. These materials could be used for preparation of individual or group reports or as teacher resource materials.

Field trips to local refineries, drilling sites, or administrative centers could be undertaken.

Invite people to talk to the class about various aspects of the oil industry.

Construct charts or graphs to show values of oil production, potential resources, uses, comparisons between Canadian production and potentialities with other countries.

Have students write to business or government organizations for information on behalf of the class.

Consult film and filmstrip catalogs for suitable illustrative material.

Ask a fish and game inspector to visit the class and talk about regulations, types of fish and methods of fishing.

Discuss with the class the various hazards to fish such as:

- Rock slides.
- Beaver dams.
- Man-made dams.
- Poisons from pollution.
- Prey.
- Over-fishing with modern equipment.

Have the class find out about federal government regulations and research. Discuss these and include international agreements which affect fishing industries in the Great Lakes, the Atlantic and the Pacific, including:

- a. International N.W. Atlantic Fisheries Convention, 1950.
- b. International Convention for High Seas Fisheries of the North Pacific, 1951.
- c. Great Lakes Fisheries Convention, 1950.
- d. Fisheries Price Support Board.

Construct graphs to show the number of pounds, values of fish, and the varieties caught.

Investigate the differences between trolling and trawling.

Draw a profile of an ocean floor and the coastal areas.

Investigate the domestic marketing of fish.

- a. Kinds of fish.
- b. Processing and uses.
- c. Labels.

Discuss the uniqueness of the salmon industry.

(Recommended reading for teachers and students: *The Last Barrier*, by Charles G. D. Roberts.)

# Physical Environment of Canada and its Primary Industries

## References:

### Primary:

*Discovering Our Land*

Tomkins, et al.

### Secondary:

*Canada Year Book*

Queen's Printer, Ottawa

### Films

- TK—1198 Fisheries of the Great Slave
- T—1380 Fishermen (Atlantic)
- T—727 Fishing Grounds of the World
- T—987 Herring Hunt
- TK—1188 The Salmon Story
- T—1050 Salt Cod
- T—464 Shell Fishing
- TK—230 Trappers of the Sea

### Filmstrips

- PK—3386 The Atlantic Region (deep sea fishing)
- P—1236 Lobster Fishing
- P—1139 Pacific Salmon Run
- P—1723 Shell Fishing

### Films

- T—910 Age of the Beaver. History and importance
- TK—864 Skenna River Trapline
- TK—450 Eskimo Summer
- TK—237 Fur Country
- TK—1365 Alberta—Province of Opportunity
- TK—1368 Edmonton, Gateway to Canada's Great Northwest
- TK—1399 Banff and Lake Louise
- TK—444 Holiday at School

- 5. The Inland Fisheries.
  - a. Great Lakes.
  - b. Lake Winnipeg.
  - c. Great Slave Lake.
  - d. Type of Fish.
    - i. White Fish.
    - ii. Pickerel.
    - iii. Perch.
    - iv. Lake Trout.
  - e. Provincial responsibilities for conservation.
  - f. Commercial fishing in Alberta.
    - i. Regulations — quotas, net size.
    - ii. Seasons.
    - iii. Facilities for marketing.
    - iv. Ice fishing.
    - v. Important lakes.

## HUNTING AND TRAPPING

- 1. A Brief Study of Historical Aspects of Hunting and Trapping.
- 2. Reasons for the Decline of Trapping.
  - a. Synthetics.
  - b. Competition from domestic furs.

OR

## THE TOURIST INDUSTRY

- 1. Increasing Importance of Tourism.
- 2. Tourism as an Export.
- 3. Summer and Winter Tourism — Comparison.
- 4. Attractions for Tourists.
  - a. National and provincial parks.
  - b. CNE and PNE.
  - c. Calgary Stampede.
  - d. Centennial programs and projects.
  - e. Frontier or virgin areas.
  - f. Variety of scenery and broad expanses.



Compare number employed in fishing with number employed in other industries.

It is recommended that this topic be treated lightly by the teacher or that a section on the **Tourist Industry in Canada** be introduced if the teacher wishes to substitute.

## **UNIT TWO—SECONDARY INDUSTRIES AND OCCUPATIONS OF CANADIANS**

### **Point of View**

Unit II will grow naturally out of the study of the extractive industries studied in Unit I. The following outline starts with the processing of farm products. A unit such as this would be highly desirable in an agricultural community. Classes located in a mining community could logically start with mine products. Other classes might choose according to the secondary industries in their communities. The emphasis is on how Canadians process raw materials in order to produce goods of increased value.

In order to introduce this unit, the teacher and class working together could construct charts based upon the primary products studied in Unit I and show the relation of these products to the appropriate manufacturing process. Such a chart could be used for each of the primary industries and its products. Then, with the charts in hand, a selection of manufacturing processes to be studied in detail could be arrived at through class discussion. A thorough study of a representative group of manufacturing industries would be better than a superficial review of a large number.

The studies chosen may now be carried out by means of committee work and field trips. The city classroom will have no difficulty in arranging such trips. When the rural school visits the neighboring town, even for some other purpose, part of the time could be devoted to visiting a local industry such as a flour mill or meat packing plant. It would be advisable to draw up a list of guide questions beforehand and assign these to particular members of the class for investigation during the visit. Other students could be responsible for the task of making freehand diagrams of the various steps in the manufacturing process. Information and drawings could be assembled and presented to the class by the responsible groups.

## REFERENCES

### Primary Reference

*Discovering Our Land*

### Secondary References

*Our Land and Our Living*, Reid and Hamilton.

*Canada Year Book*, Queen's Printer, Ottawa.

### Useful Books that may be in your library

*Our Country and Its People*, McDougall and Paterson.

*Canadians at Work*, Hallman.

## SPECIFIC OBJECTIVES

The child should know that he has acquired the generalization that:

1. Canadian industrial centers are established where suitable power, natural resources, and transportation are readily available.
2. These Canadian industrial centers tend to increase in size and importance according to the demand for their products and according to their ability to put out these products.
3. Canadians increase their wealth through labor, machinery, and use of power.
4. Through the use of machinery and the division of labor, Canadians have increased the quantity of goods produced.
5. Canadians are interdependent upon each other and other peoples.

### Skills, Abilities, Habits

The child should show that he had acquired:

6. An ability to make an outline and explain clearly manufacturing processes in Canada.
7. An increased skill in writing reports on Canadian industries.
8. An increased skill in collecting, evaluating, and selecting information pertinent to this topic.

### Attitudes

The child should show that he had acquired an attitude:

9. Of active interest in man's further improvement of the standard of living through the fuller exploitation of the possibilities of the raw materials.
10. Of appreciation of the work of all workmen, realizing that each one has a contribution to make in increasing the wealth of our country.
11. Of intelligent pride in the accomplishments of Canadians in improving their standard of living through the use of man's accumulated knowledge.

SUGGESTED TIME — A maximum of five weeks.

# Secondary Industries and Occupations of Canadians

## References

### Primary:

*Discovering Our Land*  
Tomkins, et al.

### Secondary:

*Our Land and Our Living*  
Reid & Hamilton

*Canada Year Book*  
Queen's Printer, Ottawa

### Additional:

*Our Country and Its People*  
McDougall & Paterson

*Canadians at Work*  
Hallman

### Films

- TK—1305 The Town and the Mill
- T—498 Wool
- T—302 Making Shoes
- T—1541 Sweet Is the Beet
- TK—1698 Sugar, the Energy Food
- TK—410 Maple Sugar Time
- TK—1186 Milky Way (Breed of  
Cattle, Milking and  
Processing)
- TK—1538 Story of Meat in Canada
- T—503 Making Glass for Houses
- T—489 Making Bricks for Houses
- T—445 The House in Which We  
Live
- T—671 Synthetic Fibers, Nylon,  
Rayon

### Filmstrips

- P—1726 Distribution of Foods
- P—1725 Production of Foods
- P—1596 Asbestos
- PK—3578 Uranium
- P—1601 Salt Mining in Canada

## A. Manufacturing of Farm Products

1. Flour Milling and Cereals.
2. Meat Packing.
3. Other Fields of manufacturing which Should be Investigated.
  - a. Animal foods.
  - b. Breweries.
  - c. Butter and cheese making.
  - d. Glue factories.
  - e. Grading and packing eggs, fruit and vegetables.
  - f. Leather tanneries, shoe and leather products.
  - g. Soap making.
  - h. Sugar-beet factories.
  - i. Vegetables and fruit canning.
  - j. Woolen mills.
4. Manufacturing of Imported Raw Materials, e.g. Cotton. (The teacher and class may find many different products that are imported for manufacturing.)

## B. Manufacturing of Mine Products

1. Oil Products — Fuel, Lubricants, Wax.
2. Asbestos — Shingles, Insulation, Siding.
3. Other Fields of manufacturing which Should be Investigated.
  - a. Natural gas, fertilizers, gunpowder, plastics.
  - b. Coal, fuel, coke, nylon.
  - c. Manufacturing machinery, household furnishings, vehicles, tin cans.
  - d. Precious metals, gold, silver, jewels.
  - e. Sand-clay, building materials (cement, bricks, pottery, glass, talc).
  - f. Salt, chlorine products, glass.
  - g. Radium and uranium, power (Chalk River) and medical uses.
4. Manufacturing of Imported Raw Materials. e.g. Aluminum.

## C. Manufactured Products of Lumber

1. Pulp and Paper.
2. Lumbering.
3. Other Fields of manufacturing which Should be Investigated.
  - a. Boxes.
  - b. Furniture.
  - c. Matches.
  - d. Mine props.
  - e. Rayon.
  - f. Railway ties.
  - g. Telephone poles.
  - h. Tooth picks.
  - j. Toys.
4. Manufacturing of Imported Raw Materials. e.g. Finishing woods.

## D. Fisheries

1. Processing Fish — canning, drying and freezing.
  - a. Animal foods.
  - b. Cod-liver oil.
  - c. Margarine.
  - d. Soap.

## E. Hunting and Trapping (optional)

1. Fur Coats and Other Clothing.
2. Other Fields of Manufacturing which Should be Investigated:
  - a. Fur pelts.
  - b. Buckskin.

Have the Students:

Take a field trip to a local manufacturing plant.

Write a letter of thanks to firm visited during the field trip.

Make a diagram illustrating the steps in manufacturing goods.

Make class or individual summaries of reports for notebook records.

Prepare and present reports on one of the topics listed in Sec. A-3.

Write a report on the process of transforming crude oil to gasoline.

Make a tree chart of the by-products of an industry.

Prepare and present to the class a talk on one of these manufacturing processes.

Continue to keep a notebook record of the reports given. Compose paragraph, sentence, and point summaries for different reports.

Make a survey of your local community and make a list of all the manufacturing industries. Or make a list of the industrial concerns to which local producers send their products.

Make graphs showing the relative importance of the provinces in the production of butter, lumber, etc.

On a map of Canada locate the principal cities and their manufactures.

Compare raw fur prices (prices paid to trappers) with retail prices of fur coats. (See Canada Year Book.)

*Handwritten notes in the Teacher's Notes column:*

Water  
Hydro, - Niagara, Col. R. & Penn. R. & Chicago  
Lumber, - lumber, engine, wood, diesel  
Steel  
Specific references to our emerging  
north Canada by the problems of  
the new day Indian, M. L. & H. L.



## UNIT THREE — SUCCESSIVE WAVES OF EARLY SETTLERS LAID THE FOUNDATION FOR A CANADIAN NATION AND CULTURE

### Point of View

Although this is a history unit, all matters studied here can derive their meaning from their reference to the present. Units I and II provide a background for the historical study so that the transition from Unit II to Unit III can be quite smooth. It should therefore not be difficult for the pupil to grasp the underlying unity of the Grade VII course—the study of Canada and Canadians. The student should be thinking, "This is Canada as it is today. How did present conditions develop?" Some emphasis is to be placed on the fact that the two major factors influencing Canadian culture are the French and English background of the larger part of Canada's population.

✓ Two or three class discussion periods may be used to prepare the way for the work of this unit. The first of these may be devoted to an interview of the local community, and the origins of the people who comprise it. This will relate the waves of immigration which have populated Canada to the pupil's own lives. ✓ The next lesson could be an oral review of Canadian explorers studied by the children in the elementary grades. The points to be brought out here are the reasons for exploration and the obligations assumed by explorers who were granted trading rights. The class should now be ready to study the development of Canada under French rule and the first considerable movement of people to our country as a result of Talon's immigration policy. This is where the study outlined in the grid begins.



## REFERENCES

### Primary Reference

*The Great Adventure*  
or  
*The Story of Canada*  
(Teacher's Manual available).

### Secondary References

*The Story of Nova Scotia*  
*The Story of Newfoundland*  
*The Story of Ontario*

### Useful Books that may be in your library

*Our Country and Its People*  
*Picture Gallery of Canadian History*  
*Pageant of Canadian History*  
*Pages from Canada's Story*  
*Province of Quebec Through Four Centuries*  
*Romance of British Columbia*  
*Romance of Canada*  
*Romance of Ontario*  
*Romance of the Prairie Provinces*

## SPECIFIC OBJECTIVES

### Understandings

The child should show that he has acquired the generalization that:

1. Progress is the result of finding satisfactory solutions to problems.
2. The establishment of the authority of government is an essential part of group living.
3. A greater measure of self-government produces qualities more likely to help people to become increasingly self-directive in solving their own problems.
4. In Canada peoples of different historical backgrounds, language, and religion can live happily together under one government when their common problems outweigh their differences.
5. Life before the time of modern conveniences was not necessarily unhappy.
6. The family is the basic unit in the life of a people.

### Skills, Abilities, Habits

The child should know that he has acquired:

7. An increased skill in expressing himself in oral and written reports regarding the growth of Canada.
8. An increased skill in research, using materials from Canadian history.
9. An increased skill in map-making, using the growth of exploration and settlement in Canada as basic material.

### Attitudes

The child should show that he has acquired an attitude:

10. Of admiration for the work of the pioneers in shaping Canada as a free democratic country.
11. Of respect for Canadians of many historical backgrounds because of the part they have played in the development of Canada.
12. Co-operation with other children in the classroom comparable to the type of co-operation that was shown by the various peoples in the development of Canada.

SUGGESTED TIME — A maximum of ten weeks.

# Successive Waves of Settlers Laid the Foundation for a Canadian Nation and Culture

## References:

### Primary:

*The Great Adventure*  
Dickie

*The Story of Canada*  
Brown, et al.

### Secondary:

*The Story of Nova Scotia*  
Blakeley

*The Story of Newfoundland*  
Cochrane, et al.

*The Story of Ontario*  
J. M. Scott

See Classroom Aids for Teachers:

Imperial Oil Portfolio  
#1 Discoverers and Explorers  
in Canada, 1497-1763

### Films

T—910	Age of the Beaver
T—1417	Colonial Family of New France
T—844	French Canada
T—1438	Habitation at Port Royal
T—1732	Selkirk of Red River
T—1504	Days of Whiskey Gap
T—705	Family Tree
T—1644	Alexander MacKenzie
T—1642	David Thompson—The Great Map Maker

### Filmstrips

PK—2314	The French Colonies
PK—2852	French Colonizations
PK—1683	Story of La Salle
PK—4103	Samuel de Champlain
PK—4104	Story of New France
PK—4105	Seigneurs & Seignories
PK—3576	Rebellion in Upper Canada
PK—3652	Rebellion in Lower Canada
PK—3801	Lord Durham's Mission
PK—3802	Lord Elgin's Decision
PK—3803	Reform in the Atlantic Colonies

## A. The Coming of the Fur Traders

1. Traders came to acquire wealth.
2. The making of settlements was an obligation laid on the fur trader in return for his privileges.
  - a. Settlements were designed to provide market for French products.
  - b. Settlements were a means of giving the poor of France a fresh start in life.
  - c. Settlements were necessary to hold the land once it had been explored.
3. Problems were inherent in the undertaking.
  - a. Settlement was antagonistic to the fur trade.
  - b. The uncertainty of tenure of the monopoly would act against effective settlement.
  - c. Other problems would have to be solved by the settlers and/or their sponsor; choice of site, shelter, food, clothing, protection, transportation.
4. The fur trader's outlook was to use Canada to increase the wealth of France.

N.B.—A study of De Monts, Champlain and the Hundred Associates will supply the material for the development of the foregoing.

Have the students:

Draw a map showing: Routes and area explored, posts and settlements established by Champlain, La Verendrye, and Alexander Mackenzie.

Make a plan of: The trading post as a community. (Compare with a modern community.)

Make an interesting topic sentence for each paragraph about the fur traders and early attempts at settlement.

Show suggested films and filmstrips.

Read *The Golden Dog*, by Kirby, if available.

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### Secondary:

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*The Story of Newfoundland*  
Cochrane, et al.

*The Story of Ontario*  
J. M. Scott

*See Classroom Aids for Teachers:*

Imperial Oil Portfolio  
#1 Discoverers and Explorers  
in Canada, 1497-1763

### Films

TK—1780 French Explorers

See also films listed  
under "Coming of the  
Fur Trader."

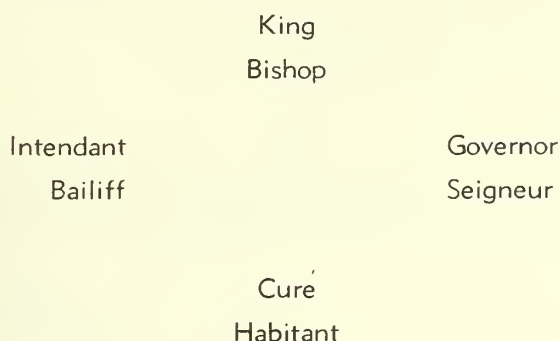
## B. First Effective Settlement Under Royal Government (to be developed through the study of such leaders as: Talon, Laval, and Frontenac).

1. The need for settlement and the shortcomings of the fur traders led to government control.
2. To supply the needs of established society the machinery of government was set up under definite heads:
  - a. Law and order under a governor.
  - b. Business administration by an intendant.
  - c. Religious life in the hands of the bishop.
3. The system of organization of society known as the feudal or seignorial system was brought from France and was used to provide the solutions to many of the problems of the times.
  - a. In order to get these people to share in developing an agricultural industry it was necessary to provide them with land, implements and stock.
  - b. It provided a means of organizing loyalties: The seigneur gave allegiance to the governor who represented the king, the habitant to the seigneur.
  - c. It organized defence through the seigneur, the habitant providing labor and materials for defence work.
  - d. It organized public works in the same way, e.g. the construction of roads, bridges, and ferries.
  - e. Feudal organization is suited to the agricultural society but is modified by the development of business and towns.
4. Solutions to the problem of the need for a larger population.
  - a. Bounties for large families.
  - b. Bringing wives for bachelors.
  - c. Prohibition placed on bachelors and taxes on the fathers of marriageable daughters.
5. Move toward self-sufficiency.
  - a. Shipbuilding and trade (lumber and fish).
  - b. Beginnings of manufacturing — potash, soap, maple syrup, shoes, woolen cloth. (All industries based on readily available raw materials.)
  - c. Mining — copper, iron.
  - d. Agriculture — model farm, hemp, tobacco.
6. Family and social life.
  - a. The larger the family the more hands to work for its welfare.

Have the students:

Make a plan of:

A seigneurie. (Test this plan for serviceability.)  
Make a chart of the line of allegiance:



(Show that this organization was designed to care for the needs of the habitant.)

Make report outlines based on all aspects of settlement in New France. Form committees which will be responsible for placing these outlines on the blackboard.

- a. The seignorial system in New France.
- b. Solutions to the problem of the need for a larger population.

Make a report outline on: "Early Moves Towards Self-sufficiency."

Write and produce a radio script based on the dramatization of incidents in early pioneer life.

Make a report outline on: "Family and Social Life."



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*The Story of Ontario*  
J. M. Scott

See Classroom Aids for Teachers:

Imperial Oil Portfolio  
#1 Discoverers and Explorers  
in Canada, 1497-1763

#### Films

- T—1442 Demi-God (Papineau)
- T—1443 A Friend to His Country (W. L. McKenzie)
- T—1441 Tribune of Nova Scotia (Joe Howe)
- T—1552 Louis Hippolyte (Lafontaine)
- TK—1779 English and Dutch Explorers
- T—1445 Lord Durham
- T—1732 Selkirk of Red River
- TK—1751 Upper Canada Village
- T—1446 Voice of People (Lord Elgin and Rebellion Losses Bill)

- b. Work was from sunrise to sunset so there was little time or energy for formal entertainment. *except on winter holidays when people gathered in the community life*
- c. Special festive occasions developed from the economic life of the people. May Day to celebrate the coming of the spring; Rent Day (St. Martin's Day) after the harvest was gathered in; Sugaring-off (borrowed from the Indians). Dancing was common.
- d. Education, then as now, arose out of the needs of the people. A boys' school was started by Laval, chiefly for training for the priesthood; also a trade school where boys could learn such trades as those of carpenter, blacksmith, etc.
- e. Religion played a very important part in daily life. It was responsible for education. Laval divided New France into parishes. The parish priest supplied a form of local government. Missionaries were brought to Canada to christianize the Indians.

### C. The Coming of the English

1. Scottish and English traders came to Quebec and Montreal after the fall of New France.
  2. Settlement in the eastern townships of Quebec.
  3. The restlessness of the rapidly growing English population to the south caused the English government to recognize the French nature of Canada in the Quebec Act.
  4. The United Empire Loyalists and how their coming affected Canada. *True originals 1783-84*
    - a. The Maritime Provinces.
    - b. The Eastern Townships of Ontario.
  5. Colonization companies and other planned settlements: Simcoe, Talbot, etc.
  6. English development of the Maritime Provinces and Newfoundland.
- N.B.—The Irish famine and other economic factors in Europe led to some Canadian settlement.



Have the students:

Make a pictorial display of different modes of transportation in pioneer days.

Make a time line of the French period of Canadian history.

Continue to make report outlines of the phases of settlement during the English period. Use these as a guide for notebook records.

Make a time line of important events in Canadian history from the fall of New France to World War I.

Show some of the films related to this section.

Examine in the Atlas of Canada, Queen's Printer Map #109: Political Evolution of Canada.

*The B.C. & Quebec  
provincial governments  
are the main  
factors in the  
development of  
the country.*

## **UNIT FOUR — THE DEVELOPMENT OF COMMUNITIES IN WESTERN CANADA**

### **Point of View**

Although there is need for some use of textbooks and reference books in the treatment of this unit, especially in the historical parts, a good portion of the unit could be developed from resource materials found by the students themselves right in the community. The sociological aspects of Canadian life studied here will provide the complement to the economic aspects studied in Units I and II. The teacher should use these procedures which provide the pupil with ample scope for the development of his own initiative, and therefore freedom from too much teacher direction. The pupil should find in the community the living substance about which he has been reading in his history books. Although the pupils may have studied some parts of this unit already, they will now make a more intimate study of some aspects of community living.

In the urban centers the student can obtain source material from papers and periodicals in the public libraries and from museums. In rural areas they can approach the pioneers of the district for information. The urban students could tackle the problem through such studies as the growth of manufacturing industries, the building of churches, and schools, the coming of the railway, good highways, or the growth of various sections of the city. In any case, the community itself will determine the aspects of growth upon which emphasis is to be placed.

This study of the community could be integrated with Community Economics in schools offering this course. Where Community Economics is not offered, considerable use could be made of the materials that have been prepared for that course.

## REFERENCES

### Primary References

**Newspapers, reference libraries, personal interviews.**

*The Story of Canada*, Brown, et al.

*The Great Adventure*, Dickie

## SPECIFIC OBJECTIVES

The child should show that he has acquired the generalization that:

1. A community is constantly changing.
2. Members of communities are of many ethnic origins.
3. Communities are interdependent with other communities.

### Skills, Abilities, Habits

The child should show that he has acquired:

4. Ability to co-operate with others in a common task
5. Skill in distinguishing facts from opinion regarding people of different ethnic origins.
6. Skill in the fundamentals of reference procedures.
7. Skill in committee procedures.

### Attitudes

The child should show that he has acquired an attitude of:

8. Willingness to participate in a wide variety of desirable community activities.
9. Acceptance of the fact that ethnic groups of many different backgrounds have made important contributions to Canadian culture.

SUGGESTED TIME — Six weeks.

# The Development of Communities in Western Canada

## See References for Previous Units such as

*The Story of Canada*  
Brown, et al.

*The Great Adventure*  
Dickie

## Newspapers, Personal Interviews, Resource Persons.

### Films

T—1732 Selkirk of Red River  
T—1523 Canada's R.C.M.P.  
T—1504 Days of Whiskey Gap  
T—1509 The Canadians

### Filmstrips

PK—1618 Hudson's Bay Company  
PK—2062 Lord Selkirk, the  
Colonizer (NFB) \$2.00  
NWMP Series NFB \$4.00 ea.  
P—3783 The Long March West  
P—3784 Rebellion of 1885  
P—3785 Klondike Goldrush  
P—1507 Pioneer Life in U.  
Canada  
PK—3157 History of B.C.

### 2 x 2 Slides

5.26 Early Transportation in  
the West  
5.22 Early Western Forts  
5.29 Harvesting and  
Threshing  
5.27 Homestead Days  
5.31 Water Transportation on  
N. Saskatchewan River

### IMPERIAL OIL

Portfolio #2  
Discoverers and Explorers in Canada  
1763-1911

Portfolio #4  
The Story of the Pioneers and How  
They Settled Canada

## A. Fur companies send agents to extend fur trade.

1. Hudson's Bay Company — Kelsey, Henday, Hearne, *Fidler Douglas*
2. N.W. Company — MacKenzie, Fraser, Thompson.
3. Companies merge — Seven Oaks.

## B. Exploration and settlement of the West are extended.

1. Communities develop around trading posts.
  - a. Selkirk settlements.
  - b. Other settlements.
    - i. Cumberland House.
    - ii. Fort Edmonton.
    - iii. Fort Victoria.
    - iv. Prince George.
2. Settlement of B.C. stimulated by gold rush.
3. The scientific explorers.
  - a. Palliser.
  - b. Simpson.
  - c. Hind.
  - d. Macoun.

## C. Government action in opening the West.

1. The Land Act 1872.
2. North West Mounted Police.
3. Railways stimulate community settlement.
4. Survey system.
5. Immigration policy (Sifton).

## D. Pioneer life in our community.

1. Acquiring a homestead.
2. Pioneer homes.
3. Products and methods of farming and ranching
4. Local transportation and communication.
  - a. Railway mainlines.
  - b. Feeder lines (local).
  - c. Freight trails.
5. Recreation.

## E. Immigration

1. Early rural settlers. *rural*
  - a. British.
  - b. Ukrainian.
  - c. Scandinavian.
  - d. German.
  - e. Others.
2. Recent urban settlers.
  - a. Dutch.
  - b. Hungarian.
  - c. German.
  - d. Italian.
  - e. British.
  - f. Others.
3. Contributions made toward our culture.

Have the students:

Make a map of Western Canada showing routes of explorers and import and trading posts and settlements.

Attempt to find out why trading posts were situated in each case.

Make a report (written or oral) on some of the following:

- a. Reasons for the establishment of Fort Victoria.
- b. Problems of transportation in opening the B.C. interior.
- c. Some interesting character of the gold rush era.
- d. Palliser, Simpson, Hind, Macoun.

On a map of Western Canada, mark the first Mounted Police posts.

Place the transcontinental railway routes on a map of Canada and label with names and dates.

Compare the survey system used in Western Canada with that of the United States (Northwest Ordinance, 1785).

Interview homesteaders from the community to find out about life in early times.

Find out what "duties" a homesteader had to perform in the early days to acquire a title to his land. Compare to present regulations.

Investigate the building of the C.P.R.

Research the establishment of the community and make a booklet of findings: e.g. first settlers, church, school, business, coming of railway.

On a map of the world color countries that have supplied large numbers of immigrants to Canada and color with corresponding colors the parts of Canada they have settled.

Prepare and give oral reports on how the customs of the people studied are similar to or different from Canadian customs.

## **UNIT FIVE — GOVERNING OUR COMMUNITY**

### **Point of View**

The ultimate aim of this unit is to study how local Canadian government functions. Although the emphasis in Grade VII must be on local government there should still be reference to the form and function of the provincial government. The student will learn that local government, the provincial government, from which the former derives its powers, and the federal government have essential similarities because of their democratic foundations, and that, indeed, the presence of the three is evidence of the democratic principle of the division of powers in the interest of good government.

In order to make this a living unit and not too abstract from a Grade Seven group, it is suggested that it be closely related to current events. During the year, a class may make a collection of newspaper clippings about local elections, council decisions, and other items related to local government. In the two weeks' time suggested for formal treatment of this unit the class and teacher could draw on these current events clippings as reference material and culminate a meaningful learning situation.



## REFERENCES

### Primary Reference

*Our Provincial Government* (Latest Edition).

## SPECIFIC OBJECTIVES

### Understandings

The child should show that he has acquired the generalization that:

1. Authority of government is an essential part of group living.
2. A government chosen by the people ultimately meets the needs of the people.
3. Responsibility for good government lies with the people.

### Skill, Abilities, Habits

The child should show that he has acquired:

4. Skill in presenting ideas in a convincing manner.
5. Ability to participate in democratic activities such as meetings, elections and executive committees.
6. Skill in gathering information from newspapers by separating fact from editorial opinion.

### Attitudes

The child should show that he has acquired an attitude of:

7. Responsibility toward himself and others of the community to take an active part in group affairs.
8. Consideration for minority groups among his associates.
9. Respect for orderly government.

SUGGESTED TIME — Two weeks.

# Governing Our Community

## Reference:

## Primary:

*Our Provincial Government*  
Dept. of Education

## Films

T—1049 Citizen Yarek  
T—1404 A Citizen Makes a Decision  
T—262 Ballot Boxes  
T—1222 A Citizen Participates  
T—252 Local Government  
TK—1092 Your Health Units  
T—1286 Our Community  
TK—1523 Canada's R.C.M.P.  
T—1072 Having Your Say

## Filmstrips

Government in Canada Series (NFB)  
\$4.00 ea.

PK—4412 You and Your Government  
PK—4413 Parties and Elections  
PK—4414 Provincial Government  
PK—4415 Federal Government  
PK—4416 Parliamentary Government  
PK—4417 Local Government

## A. Organization of Local Government.

1. Elected officials.
  - a. Mayor and Councillors.
  - b. Special boards, e.g. school, hospital.
2. Appointed officials.
  - a. Commissioners.
  - b. School superintendent.
  - c. Other civic employees.
3. Local elections.
  - a. Nomination of candidates.
  - b. Voter's lists.
  - c. Voting procedures.

## B. Responsibilities of Good Citizens.

## C. Services Provided by Local Government.

1. Improvement of education and recreation facilities.
2. Improvement of health, welfare and safety measures.

Have the students:

Arrange to have a member of the council, school board, or hospital board explain to the class what his duties are and how he carries out his duties.

Collect from local newspaper reports of council meetings.

Elect a class president and prepare an agenda for a meeting. Conduct the meeting according to this agenda. This can be extended to include writing of minutes, appointing of committees and introduction of committee reports.

Prepare and give an election speech.

Do a survey of the class to see how many parents are employees of the local government. Distinguish elected official from appointed ones.

In a forum discussion, attempt to decide what individual in the local government contributes the most to the community.

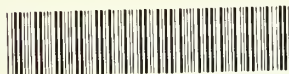








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GRADE SEVEN CURRICULUM GUIDE  
FOR SOCIAL STUDIES --  
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